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ABSTRACT

This faculty and staff resource guide, published by the Santa Barbara City College (SBCC) Mental Health Counseling Program, is targeted at assisting the emotionally troubled student. It is designed to give faculty and staff some techniques in dealing with distressed or difficult students. Someone needs to refer a student when: the problem or request for information is beyond your level of competency; you fear for the safety of a student or others; and you feel like you cannot work with a student for whatever reason. The guide provides a list of referral resources on- and off-campus along with their telephone numbers. It also discusses referral of students to SBCC Mental Health Counselors. The guide puts forth a section on faculty and staff crisis intervention guidelines and procedures. The guide also gives descriptions of the following types of emotionally troubled students: aggressive; depressed; student in poor contact with reality; anxious; manipulative; and paranoid. Appended in this guide are SBCC Guidelines for Handling Disruptive Student Behavior, Standards of Student Conduct (which includes the Academic Honesty Policy and Campus Security Guidelines for Violent or Threatening Situations), and a Directory of Support Services. (VWC)

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ED 438 876

Santa Barbara City College
Faculty and Staff Resource Guide
for Assisting the
Emotionally Troubled Student

Mental Health Counseling Program
SBCC Student Health Services and Wellness Program
ext. 2298

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Updated Jan. 1997

PART I

Introduction

As a member of the Faculty/Staff at Santa Barbara City College, you are constantly interacting with students. At times, you may encounter a student whose behavior is inappropriate, disruptive, or troublesome.

Some students will have chronic problems that will affect their lives on a more regular basis. Other students will be experiencing serious and painful crises in their lives or situational frustrations, pressures or conflicts. There will also be students experimenting with, abusing and/or addicted to alcohol and/or other drugs.

All of these circumstances may interfere with students' learning processes and alter their behavior. Sometimes it is difficult to distinguish why someone is acting differently, and what they are really trying to achieve or express through their behavior.

This booklet is designed to give you some techniques in dealing with distressed or difficult students. It will hopefully offer you some reassurance in recognizing that you are not alone in any situation. Referral sources are discussed.

REFERRALS

Referral Resources

There may come a time when you need to refer a student to one of the services on or off campus. The following are guidelines that may facilitate the referral process.

Refer a student when:

- The problem or request for information is beyond your level of competency.
- You fear for the safety of a student or others.
- You feel like you cannot work with a student for whatever reason (e.g., you feel overwhelmed, you have reached your limit of energy or patience, or you feel manipulated or frightened).

Referral Resources On Campus

- Emergency: Security Office, 965-0851, ext. 2400. Security will call appropriate persons.
- Mental Health Counselors, Student Health Services and Wellness Program, ext. 2298, Monday through Thursday, 8 AM - 4 PM (some evening hours also available) and Friday 8 AM - 1 PM.
- Security: 965-0581, ext. 2264 (ext. 2400 after 4:00).
- Administration: Dean of Student Services, 965-0581, ext. 2846 or Dean of Student Development, ext. 2202 (Evenings: call Operator and ask for evening Dean).
- Additional SBCC support services: Student Health Services and Wellness Program, 965-0581, ext. 2298.

Referral Resources Off Campus

- Emergency: 911 (dial 9 first to get outside line) Police, Medical, Psychiatric
- Call-Line (24-hour Counseling Hot-Line) 569-2255
- Student Health Services and Wellness Program can facilitate other off-campus referrals for non-emergencies. 965-0581, ext. 2298.

REFERRAL TO SBCC MENTAL HEALTH COUNSELORS

Referring a student for counseling may be threatening for various reasons. Education and general information about our services can make the difference in a successful referral. It is helpful to remember that you are doing what you think best for the student and that knowing your limits is important and commendable rather than something negative.

When you do discuss a referral to a Mental Health Counselor, it would be helpful for the student to hear in a clear, concise manner your concerns and why you think counseling would be of benefit. You might also tell them a few facts about Student Health Services. For instance, all services are free to enrolled students. Licensed Marriage, Family, Child Therapists and interns are available Monday through Thursday, 8 AM to 4 PM, Friday 8 AM - 1 PM and evenings by appointment (ext. 2298). Counseling sessions are generally 45 minutes, once a week, for up to six weeks. If long-term therapy is indicated, a community referral is made. All information is held confidential. No information will be released without the student's consent except when the student presents a danger to him/herself or others.

Having the student call for an appointment increases his/her responsibility and commitment to come in for counseling. There may be some time, however, when it is more advantageous for you to call and make an appointment with him/her (e.g., student in crisis).

The Mental Health Counseling staff is also available for phone consultation or appointments to discuss with you ways to deal with students needing assistance. Some common presenting problems that our counselors work with are:

- Stress/anxiety
- Relationship issues
- Depression
- Eating disorders
- Anger
- Test anxiety
- Substance abuse

FACULTY AND STAFF
CRISIS INTERVENTION GUIDELINES

A crisis situation occurs when the student feels unable to cope with the circumstances of his/her life. The more helpless the individual feels, the greater the crisis. **A psychological emergency occurs when a person is:**

- **Suicidal**
- **Homicidal**
- **Gravely Impaired: - confusion - disorientation**
  - hallucinations - extreme hyperactivity
  - not in control of his/her behavior

SBCC provides crisis intervention as needed. Assessment is to be made by a college mental health counselor during the following hours, Monday - Thursday 8:00 AM - 4:00 PM and Friday 8:00 AM -1:00 PM, or by a member of the security office if a mental health counselor is not available.

PROCEDURE

The procedure for crisis intervention is as follows:

A. **Contact Security, extension 2400 for an assessment or assistance.** Security will contact mental health counselor or other crisis team member and respond appropriately.

B. Until help arrives:

   o **Listen:** Avoid any physical contact and allow student to talk.

   o **Assist:** Provide a quiet atmosphere; minimize environmental stimulation.

   o **Recognize:** Know your limitations and clearly convey this to the student.

C. Mental health or security will contact student's family or significant other if it is necessary to protect the health and safety of the student or other persons. If the student is under 18 years old, parents MUST be contacted. (Information may be released based upon the Family Rights and Privacy Act of 1974, if the knowledge of such information is necessary to protect the health or safety of the student or other persons.)

D. After the incident has been resolved, the college mental health counselor or security officer will notify, in writing, the members of the crisis team. The Crisis team consists of: Dean of Student Development, Mental Health Counselor, Director of Health/Wellness, Director of DSPS, Director of Security, Dean of Student Services.

PART II

THE AGGRESSIVE STUDENT

Description:

Aggression can take many forms, from very subtle, passive acts to violent outbursts. Aggression is the result of being frustrated and feeling out of control. Some aggressive people express hostility immediately without regard for their circumstances or the people around them. Other aggressive students express their hostility through explosive outbursts and the rest of the time deny their anger and frustration. Many times students who are verbally or physically aggressive feel inadequate and use the hostile behavior as a way to build up their self-esteem. Often they feel that you will reject them so they become hostile and reject you first to protect themselves from being hurt. They may see you as attempting to control them and lash out to try and gain a sense of control. It is important to remember that the student is generally not angry at you personally, but is angry at his/her world, and you may be the object of the pent-up frustrations.

Response:

The following may be helpful guidelines in dealing with the aggressive student:

1. Reduce stimulation; invite the person to your office or another quiet place, if you feel safe doing so.
2. Allow the student to ventilate and tell you what is upsetting him/her.
3. Tell them that you are not willing to accept their abusive behavior. You may want to explicitly state what behaviors are acceptable.
4. Stick to the limits you set.
5. Try to prevent total frustration and helplessness by quickly and calmly acknowledging the intensity of the situation. Rephrase what they say keeping your voice volume down.
6. Focus on diffusing the situation rather than seeking resolution right away.
7. Call for help when necessary (co-workers, mental health counselor, security).
8. Do not be a hero! Open door, call for help, stand up at the door. Do not jeopardize your own safety.

The following will <u>not</u> be helpful:

1. Getting into an argument.
2. Pressing for explanations for their behavior.
3. Looking away and not dealing with the situation or ignoring warning signals.
4. Touching the student.
5. Making threats, dares or taunts.

If the student appears to be threatening or dangerous:

- Call Security, ext. 2264 days (after 4:00 PM - ext. 2400)

If the student's behavior is disruptive, but there is no imminent danger:

- Call Dean of Students, ext. 2596 (Call Operator for phone number for Evening Dean).

THE DEPRESSED STUDENT

Description:

Typically, a depressed student may feel guilty or angry at him/herself; has trouble concentrating or remembering, lose interest in schoolwork or other activities, and/or feel worthless or inadequate. Physical symptoms include: changes in appetite (increase or decrease), sleep disturbances (or excessive sleeping), low energy level. The more depressed student will convey a greater sense of helplessness and hopelessness; often these feelings are expressed verbally or in writing.

Suicide

Many depressed students feel suicidal. It is important to take all suicidal comments seriously and appropriate referrals should be made.

Suicidal Indicators:

1. Talk of ending things (e.g. quitting school, work)
2. Giving things away
3. Taking care of business
4. Statements of hopelessness
5. A lift in depression, surge of energy

Facts about suicides:

1. College students have higher suicide rates than non-college people of the same age.
2. More men commit suicide but more women attempt.
3. There are more attempts at the beginning and end of semesters.
4. People committing suicide rarely want to die; they really want to end the pain they experience.
5. Talking about suicide will not plant the idea in a person's mind, but will probably relieve some of the tension they experience.
6. Suicides rarely occur without warning.
7. Feeling isolated (no support group) increases the likelihood for suicide.
8. The more developed the suicide plan, the greater the likelihood.
9. If the student has made attempts in the past, he/she is at higher risk for future (and possibly more serious) attempts.

Response:

If you encounter a depressed student, the following actions may be helpful:

1. Reach out and encourage the student to express his/her feelings.
2. Tell the student of your concerns.
3. Talk about suicide if that's on the student's mind.
4. Encourage utilizing or developing a support network. (e.g., groups on campus, family, friends, religious affiliations, 12-step programs).
5. Make appropriate referrals

The Depressed Student Continued...

The following actions may <u>not</u> be helpful:

1. Saying "don't worry," "crying won't help," or "everything will be better tomorrow" may only make the student feel worse.
2. Becoming overwhelmed by students' problems may only provide them with more evidence that they should feel helpless.
3. Trying to take responsibility for them and solve their problems will again provide evidence that they are helpless.
4. Trying to ignore their feelings.
5. Continuing to see the student without referral develops dependency and may impede resolution via trained personnel.

If you are concerned about a student's suicidal intent, call one or more of the following for help immediately:

Call:

1. Mental Health Counselor, Student Health Services and Wellness Program, ext. 2298 for assessment and referral.
2. 911 (Medical Assistance Team) for psychiatric evaluation
3. A family member, roommate or friend of the student.

THE STUDENT IN POOR CONTACT WITH REALITY

Description:

This student may appear withdrawn, frightened, unaware or unconcerned with classroom protocol or acceptable social behavior, disruptive, confused or illogical. Written or verbal communication may be disjointed, with little or no connection between topics. Their speech may be rapid or slowed down. They may also pay a great deal of attention to some unimportant detail that is being discussed or may be generally scattered and incoherent. The student may make inappropriate emotional responses. He/she may overreact to his/her feelings with excessive anger, sadness, or exuberance. Others may demonstrate a complete lack of emotional expression and speak in monotone.

These students tend to distort their perceptions of the world in such a way that innocent occurrences have special meaning to them (e.g., interpreting an innocent facial expression or tone of voice as being hostile or persecutory). They may experience themselves as especially powerful or important or may believe that people are trying to control or harm them in some way. The student may experience hallucinations, most commonly voices speaking to them. They may appear to be on drugs, however that assumption should not be made.

Response:

When interacting with someone who is in this disturbed state, the following may be helpful:

1. Respond to them with warmth and kindness, but with firmness.
2. If you are comfortable in doing so, see them in a quiet atmosphere to remove extra stimulation from the environment (rather than dealing with them in front of the class).
3. Acknowledge their position or feelings without supporting the misperceptions (e.g., I understand you think they are trying to hurt you and I know how real it seems to you, but I didn't perceive them trying to humiliate you.)
4. Reveal when you have difficulty in understanding them and ask that they repeat or rephrase their communication.
5. Focus on the "here and now" (e.g., "you seem very tense, short of breath").
6. Acknowledge your concerns and state that you can see they need help. Referral is very important for these students.

The following will not be helpful to this student:

1. Arguing or trying to convince them of the irrationality of their thinking, as it may just make them defend their position (false perceptions) more.
2. Playing along with their beliefs to not upset them (e.g., maybe you are a prophet).
3. Encouraging further revelations of craziness. It is more helpful to switch topics and divert focus to reality issues.
4. Demand that they change their ideas or behavior. Limits on their behavior may need to be imposed but this is best done in consultation with others.

Call Student Health Services/Mental Health Counselors, ext. 2298 for assessment, counseling and/or referrals. (Refer to page 2 for help in making referrals.)

THE ANXIOUS STUDENT

Description:

We have all experienced anxiety in response to a perceived stressful situation. Anxiety becomes heightened as the situation becomes more vague and less familiar.

A panic attack is an overwhelming sense of dread and fear and is the extreme result of feeling anxious. Some of the physiological and psychological components of general anxiety and a panic attack are:

- rapid heart palpitations
- sweating
- fear
- memory distortions
- dizziness
- worry
- easily distracted
- choking
- cold, clammy hands
- difficulty concentrating
- chest pain or discomfort
- trembling or shaking
- anticipating misfortune
- trouble sleeping

The student may experience feelings of worry, fear, and anticipate some misfortune. He/she may complain of difficulty concentrating, being always on edge, being easily distracted, memory distortions, or trouble sleeping. The student may also state unreasonably high self-expectations and be very critical of his/her present performance. This student may constantly think about and discuss his/her problems and possible solutions but be too fearful to take action.

Response:

The following may be helpful in dealing with an anxious student:

1. Let them discuss their feelings and thoughts. This alone may relieve a great deal of pressure.
2. Help them define their stressors (which may be difficult to do) and their ineffective and effective coping strategies.
3. Be clear and explicit about what you are willing to do. It may be helpful to have the student repeat what you have said to ensure that he/she understands.
4. Talk slowly and remain calm.
5. Encourage them to use a support system (e.g., family, friends, students, religious affiliations) to ventilate.
6. When anxiety becomes counter-productive (e.g., cannot take exam, go to class, etc.), refer student to a Mental Health Counselor.

The following will not be helpful in dealing with an anxious student:

1. Taking responsibility for their emotional state.
2. Trying to solve their problem as if it were your own.
3. Becoming anxious or overwhelmed.

MANIPULATIVE STUDENT

Description:

Typically, the utmost time and energy given to this student is simply not enough. He/she often seeks to control your time and unconsciously believes that the amount of time received is a rejection of personal worth. In many instances, these people feel incompetent to handle their own life. Usually, they are immature and self-centered.

Response:

When interacting with a manipulative student, the following actions may be helpful:

1. Set clear and precise limits with them and stick to the limits no matter how much the student protests.
2. Let the student, to the extent possible, make his/her own decisions. Don't take responsibility for them. If you do, they may attempt to trap you into solving more and more of their life problems.
3. Set limits to your contact with the student (e.g., "I am able to spend 10 minutes with you now. My regular office hours are...").

However:

4. Do not let them use you as their only source of support. Refer them to other students in class, their friends or some particular group on campus.

THE PARANOID STUDENT

Description:

Usually, these students complain about something other than their psychological difficulties. They are tense, cautious, mistrustful, and have few friends. These students tend to interpret minor oversights as significant personal rejection. Often many overreact to insignificant occurrences. They see themselves as the focal point of everyone's behavior and everything that happens has special meaning. Usually, they are overly concerned with fairness and being treated equally. They project blame onto others and will express anger in roundabout ways. Many times they feel worthless and inadequate.

Response:

When interacting with a paranoid student, the following may be helpful:

1. Send clear, consistent messages regarding what you are willing to do and what you expect.
2. Express compassion without intimate friendship. Remember, paranoid students have trouble with closeness and warmth. It would not be helpful to be overly warm or nurturing or to assure the student you are his/her friend. Let him/her know that you can still be concerned, without being intimate.

However:

3. Do not try to flatter the student or be cute or humorous to try to relieve your own anxiety. This will probably distance the student from you.
4. Do not reinforce their beliefs or try to argue against them. Instead, you may rephrase with, "your perception of this situation is..." without judgment.

Santa Barbara City College
Guidelines for Handling Disruptive Student Behavior

What is disruptive behavior?

According to the *Standards of Student Conduct,* disruptive behavior can include, but is not limited to, the following...

. . . Verbal abuse
. . . Physical abuse or threats
. . . Willful damage to personal or college property
. . . Use of drugs and alcohol on college premises
. . . Inordinate demands for time and attention
. . . Harassment
. . . Disruption of a classroom, administrative or campus activity

The disruptive student is one, who through his/her behavior or attitude, interferes with academic or administrative activity on campus.

Disciplinary action is taken on the basis of explicit behavior or attitude which is in violation of the *Standards of Student Conduct,* regardless of the cause.

What action should you take if you encounter disruptive behavior?

Disruption which are minor annoyances and non-threatening are expected to cease upon the first request. Repeated behavior will be handled according to the guidelines set forth in the *Standards of Student Conduct.* Note: These guidelines are applicable to the classroom or to any administrative or campus-related activity.)

Inform the disruptive student...

(1) of the appropriate standard of behavior.

(2) that the disruptive behavior will not be tolerated because it is interfering with the educational process or functioning of a campus activity; or depriving others of the right to learn, the right to service, and/or the right to feel safe.

(3) that he or she will be reported to the Dean of Student Services if the behavior continues. This verbal notice must be followed up in writing, with a copy given to the student at the next class meeting.

If the behavior continues...

(1) you have the right to ask the student to leave your class for the day of removal and the next class meeting.

(2) If the student refuses to vacate the premises, call Security for assistance at ext. 2264, during the day, and ext. 2400, after 4:30 p.m.

You must inform the Dean of Student Services in writing of your actions immediately, providing him/her with copies of any warning notices you have given to the student.

How should you report an incident of disruptive behavior? Who should you call?

1. *Call Security, ext. 2264, days, or ext. 2400, after 4:30 p.m.* if the student appears threatening or dangerous.

2. *Call the Dean of Student Services, days, ext. 2278*, (in the evening, dial "Operator" and ask for extension 2638) if the student's behavior is disruptive but there is no imminent danger (e.g., the student stopped the disruptive behavior upon request, or the student is being referred for disciplinary action).

3. *Call Student Health Services and Wellness, ext. 2298, 8 a.m. to 6:30 p.m. M-Th., and Fri. 8 a.m. to 1 p.m.,* if you suspect a student may be emotionally troubled, or you feel other students who were involved in or witnessed the incident need support, or if you need advice on interventions, or would like to make a referral on behalf of a student. Referrals should be accompanied by a *Student Referral Form*, available from the Office of the Vice President, Student Affairs, Room SS-260.

It is important that incidents of disruptive behavior be reported so the college can monitor and utilize appropriate intervention to minimize the occurrences of disruptive behavior. When referring or reporting disruptive behavior, be specific, concise and describe observable behavior. Avoid evaluate diagnosis. All verbal reports must be followed up in writing. Referrals should be accompanied by a *Student Referral Form*, available from the offices of the Vice President of Student Affairs, Room SS-260, and the Dean of Student Services, Room CC-217.

What happens after a disruptive incident is reported?

Disciplinary matters are handled by the Dean of Student Services. The disciplinary action taken will depend on the seriousness and complexity of the disruption. Disciplinary sanctions range from reprimands to expulsion. The individual reporting the incident will be kept informed of the disposition of the case.

SBCC's Disruptive Student Response Team

In addressing the issue of disruptive student behavior, SBCC has established a Disruptive Student Response Team to ensure a quick response to a disruptive incident, rapid dissemination of information and the development of effective intervention strategies. Members of the Response Team include...

Bill Cordero, *Dean, Student Services (ext. 2278)*
Don Seaver, *Security Director (ext. 2264)*
Jack Friedlander, *Vice President Academic Affairs (ext. 2579)*
Lynda Fairly, *Vice President, Student Affairs, (ext. 2398)*

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THE SANTA BARBARA CITY COLLEGE

Standards of Student Conduct

WE AT SANTA BARBARA CITY COLLEGE, as members of an institution of higher education, believe that our special contribution to the achievement of the ideal of social justice is to provide a setting in which ideas may be freely explored and objectively examined. A student enrolling at Santa Barbara City College assumes an obligation to act in a manner compatible with the college's functions as an educational institution. These regulations apply on campus and at all college-sponsored activities or at activities sponsored by college clubs or organizations on or off campus, except where specifically limited. Students shall be subject to college discipline for any of the following misconduct which occurs at any time on campus or at any off-campus facility or college-approved or sponsored function.

Adherence to Standards

ALL SANTA BARBARA City College students are encouraged to familiarize themselves with, as well as to conform to, college rules and regulations governing personal conduct on all campuses of the institution. Violations of such rules and regulations, for which students are subject to disciplinary action, include, but are *not* limited to, the following . . .

A.* Academic dishonesty, including, but not limited to cheating, plagiarism, or using other individuals to take course or placement exams.

B. Forgery, alteration, or misuse of college documents, records, or knowingly furnishing false information to the college.

C. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other college activities, including, but not limited to its community services functions or of other authorized activities on college premises.

D. Verbal harassment, physical abuse or hazing on or off College premises, of the person or property of any member of the College community or members of his or her family or the threat of any such physical abuse at any College authorized or governed activity.

E. Theft of or non-accidental damage to or abuse of College premises, or property in the possession of, or owned by, a member of the College community, including but not limited to the theft or abuse of computer time.

F. Unauthorized entry to or use of college facilities, including, but not limited to property, buildings, supplies, and equipment.

G. Violation of college policies or campus regulations, including, but not limited to, campus regulations concerning student organizations, use of college facilities, gambling and hazing, or the time, place and manner of public expression.

H. Unauthorized, abusive or inappropriate use of campus computers, computer networks and computer software, including violations of software licensing agreements.

I. Use, possession or distribution of alcoholic beverages and/or illegal narcotics/drugs on College premises, or at College-sponsored events, or appearances on campus or at College-sponsored events while under the influence of alcohol and/or illegal narcotics/drugs.

J. Failure to comply with directions of college officials acting in the performance of their duties; or failure to identify oneself for just cause when requested to do so by college officials acting in the performance of their duties.

K. Disorderly conduct or lewd, indecent or obscene conduct or expression on college-owned or controlled property or at a college-sponsored supervised activity.

L. Unauthorized use of listening or recording devices on campus or at college-sponsored activities.

M. Attendance at any session of any class by a student or person who is not officially enrolled in that class, except with the prior permission of the instructor of the class.

N. Possession or use of unauthorized firearms or other dangerous weapons on district-owned or controlled property.

O. Assault or battery upon a student, upon college premises or while under the authority of college personnel, or continued abuse of college personnel, assault or battery upon college personnel, or any threat of force or violence directed toward college personnel.

P. Willful misconduct which results in injury or death to a student or college personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the district.

Q. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the governing board.

R. Continued willful and disruptive behavior, habitual profanity or vulgarity, or open and persistent defiance of the authority of, or persistent abuse of, college personnel.

S. Sexual assault, acquaintance/date rape; sexual activity without mutual and expressed consent at any College authorized or governed event.

T. Speech or other expression intended to insult or use of "fighting" words or non-verbal symbols directed at an individual's age, sex, race, color, disability, religion, sexual orientation, or national/ethnic origin which by their very utterance or expression are likely to incite a violent reaction.

U. Persistent disruptions including inordinate demands for time and attention in the classroom, administrative or campus activity, including, but not limited to, abuse of the disciplinary process.

V. Attempting, soliciting or assisting another to do any act which would subject a student to expulsion, suspension, or other discipline pursuant to this policy.

*Violation of this standard will be resolved according to the Board of Trustees Adopted "Academic Honesty Policy".

(continued on reverse side)

Standards of Conduct (continued)

Authority of Instructors

PURSUANT TO THE AUTHORITY contained in *Education Code* sections 76030-37, the Board of Trustees permits an instructor to remove a student from his or her class for the day of removal and the next class meeting. Removal shall be immediately reported in writing to the Dean of Student Services. A student may be removed if he/she has interfered with the instruction process.

Due Process Procedures

THE DEAN, STUDENT SERVICES, shall act directly in situations where the student has violated local, state or federal laws, or the SBCC *Standards of Student Conduct*. The Dean, Student Services, shall review each case of misconduct with the involved student and determine appropriate sanctions and/or remedies.

The Dean, Student Services, shall inform the student in writing of the college's actions and appropriate means of appeal. A formal hearing to appeal a suspension or expulsion may be requested and shall be arranged by the Dean, Student Services. For further information regarding the disciplinary hearing process, contact the Office of the Dean, Student Services (Room CC-218).

Applicable Penalties

IN ALL SITUATIONS, a student shall be informed of the nature of the charges against him/her and be given a fair opportunity to refute them. Arbitrary actions shall not be taken by the college, and a decision may be appealed. Disciplinary action that may be taken because of student misconduct includes the following sanctions . . .

1. Warning
2. Reprimand
3. Disciplinary Probation
4. Suspension
5. Summary Suspension
6. Expulsion
7. Restitution
8. Hold on Records

Student Grievance Procedures

Reasons for a Grievance

1. A grade, when the student contends it involved a mistake, fraud, bad faith, or incompetency.
2. Act or threat of intimidation or harassment.
3. Act or threat of physical aggression.
4. Arbitrary action or imposition of sanctions without proper regard to academic due process, as specified in college procedures.
5. Violation of student rights, as delineated in college policies.

Initiating a Grievance

A student shall initiate a grievance by . . .

1. Informal consultation with the faculty member, administrator, or staff member directly involved.
2. Conferring with the supervisor of the aforementioned person.
3. Submitting a signed statement specifying the time, place and nature of the grievance to the Vice-President, Student Affairs.
4. The Vice-President, Student Affairs, will determine if sufficient grounds for a hearing exist.
5. If a formal hearing is determined to be necessary, the Vice-President Student Affairs, shall initiate it within ten (10) days.

For further information regarding the grievance procedures, contact the Vice-President,Student Affairs (Room SS-260).

Alcohol & Drug Abuse Policy

THE DRUG-FREE SCHOOLS and Communities Act Amendments of 1989 require institutions of higher education to implement a drug prevention program, which includes the annual dissemination of the following policy on alcohol and drug use . . .

Santa Barbara City College is committed to the success of each student and as a college, we realize that the use of alcohol and drugs can be a major impediment to success.

There are both physical and psychological health risks associated with drug and alcohol use, including decreased immunity, exhaustion, decreased muscle coordination, depression, confusion and paranoia, among other conditions. In most cases, anyone who uses drugs and abuses alcohol can expect a decline in the quality of his/her life.

Through the Health Services and Wellness Program and the Student Athletic Assistance Program (SAAP), SBCC offers classes, educational programming, resources and counseling, as well as referrals to community service agency counseling and rehabilitation programs.

According to the *Standards of Student Conduct*, possession, use or distribution of illicit drugs and alcohol on college property or during campus-related activities are subject to disciplinary action. This can be up to, and including, expulsion from SBCC, as well as punishment under California State law, including from six months to one year in county jail, or up to five years in State prison.

Revised 12/96

SANTA BARBARA CITY COLLEGE
ACADEMIC HONESTY POLICY[82]

The purpose of this policy statement is to expand, clarify and set forth clear levels of authority and disciplinary protocols in response to academic dishonesty, as so referenced in the "Adherence to Standards" section of the SBCC Standards of Student Conduct.

Definition of Academic Dishonesty:

- Cheating on an exam or assignment
- Using other individuals to take course or placement exams
- Unauthorized use of commercial "research" services such as term papers
- Plagiarism: Stealing the works or original efforts of others and presenting them as one's own. Examples of plagiarism include failure to footnote sources consulted; submitting papers or other work authored/created by others; undocumented paraphrasing of ideas originated by others; undocumented use of verbatim material originated by others. Plagiarism is applicable to written, oral, and artistic work.
- Providing information to others without instructor's permission or allowing the opportunity for others to obtain information that provides the recipient with an advantage on an exam or assignment.

Individual First Offenses - On individual first offenses, decisions regarding the severity of penalties imposed for academic dishonesty shall reside with the instructor or, if during "assessment testing," the appropriate Academic Affairs Dean. The instructor or assessment technician shall notify the appropriate Dean of Academic Affairs of the incident, and the dean shall notify the student of action on the infraction. The Dean of Academic Affairs shall submit a copy of this correspondence to the Dean of Student Services. The Dean of Student Services shall retain this documentation in his/her files.

Penalties for the first offense may include, but not be limited to, the following:

- A failing grade on the assignment, paper or exam. Violations related to placement shall nullify course placement for the term.
- A failing grade for the course.

The student may grieve the determination of cheating using the Student Grievance Policy as administered by the Vice President of Student Affairs.

The student may grieve the penalty determined by the instructor to the appropriate Dean of Academic Affairs for the reasons stated in Policies for Student Personnel, Section 3233.1 (1) Student Grievance Policy, (Ed. Code Section 10753) and the following administrative procedures for responding to grievances regarding grades.

Multiple Offenses - When the Dean of Student Services has determined that a cheating infraction is a second such offense, he/she shall initiate institutional action. Penalties may include, in addition to those listed for a first offense, suspension from the College with forfeiture of fees.

The Dean of Student Services shall inform the student in writing of the penalty (or penalties) to be imposed. The student may grieve the action of the Dean of Student Services using the Student Grievance Policy.

Appeals - All penalties imposed under the First and Recurring Offenses shall be suspended during the appeal process.

To: Management Distribution List, President of Academic Senate, CSEA
From: Don Seaver, Director of Security
Subject: Campus Security Guidelines for Violent or Threatening Situations
Date: November 6, 1997

The primary goal of the Campus Security Department is to provide a secure campus for the entire college community. Individuals who interfere with the college activities may be removed from campus. The seriousness of the incident will determine what action should be taken by college personnel.

A. Violent or Threatening Situation Requiring Immediate Response

The procedure for a response to a serious crime (violent, threatening behavior that becomes out of control), where time is of the essence in obtaining emergency services is as follows:

1. Dial 9, then 911. The Santa Barbara Police Department will respond to handle the situation.

2. Then notify Campus Security, extension 2400, so they can assist the police.

3. Documentation of the incident will be submitted to the appropriate Administrator listed below:

   Student & Non-student related problem- Dean of Student Services
   Employee incident- Vice President of Human Resource

4. Follow up information will be disseminated as deemed appropriate by the appropriate administrator.

B. Legal Options for Restricting Individuals From Campus

A variety of legal options exist that enable authorized staff to deny access to any person who interferes with college activities. Before utilizing any of the legal remedies listed below, a consultation process must occur between the appropriate administrators.

-Student & Non-student Problem:	Dean of Student Services & Director of Security
-Employee Situation:	Vice President of Human Resources & Director of Security

1. Student Discipline Procedures

Student disciplinary measures may be taken by the District independently of any charges filed through civil or criminal authorities, or both. Disciplinary procedures will be followed as referenced by College policy (3231.3, Student Discipline Procedures). The Dean of Student Services assumes responsibility for such proceedings.

2. Notice of Withdrawal of Consent to Remain On Campus (Penal Code Section 626.4)

This law grants authority to the District to direct a person off campus for no longer than 14 days if there is reasonable cause to believe that such a person is willfully disrupting the orderly operation of the campus.

3. **Entry On Campus by Suspended or Dismissed Student or Employee (Penal Code Section 626.2)**

The law makes it a misdemeanor for students or employees who have been properly suspended or dismissed and who enter the campus when they have been denied access as a condition of the discipline imposed.

4. **Power to Direct Person to Leave Campus. (Penal Code Section 626.6)**

The law permits the District to remove a non student/non employee from the campus if he/she is disrupting the activities of the campus; access to the campus may only be restricted up to 7 days.

5. **Temporary Restraining Order for Employees Subjected to Unlawful Violence (Code of Civil Procedure Section 527.8).**

The law enables the District to seek a restraining order on behalf of an employee who has suffered unlawful violence or a credible threat of violence at the workplace.

If it is deemed appropriate, the Vice President of Human Resources working with the Director of Security will have the District's legal counsel seek a restraining order on behalf of the employee.

a:Emrgncy.doc
11/06/97

Santa Barbara City College

REFERRAL FOR EDUCATIONAL SUPPORT SERVICES

1. This referral/response form was initiated and developed by the College Readiness Committee. It is designed for use by faculty/staff members whenever the need arises to refer a student for assistance through one of the many educational support services available to all Santa Barbara City College students.

2. Listed on the reverse side of this form are all such support services, including the names of supervisory personnel, office locations, campus telephone extensions and office hours.

Contact Person: _____ Date: _____

Service/Room: _____ Re (Student): _____

From: _____ SS# _____

Reason for Referral: _____

_____

_____

_____

_____

___ Check if you would like to be notified of results.

Santa Barbara City College

EDUCATIONAL SUPPORT SERVICES RESPONSE FORM

To: Faculty/Staff: _____ Date: _____

From: Faculty/Staff: _____ Re (Student): _____

Support Services: _____ SS# _____

Results: _____

_____

_____

_____

_____

_____

_____

Thank you for your concern and cooperation.

PLEASE SEE REVERSE SIDE OF THIS FORM FOR SUPPORT SERVICE LISTINGS.

SANTA BARBARA CITY COLLEGE - DIRECTORY OF SUPPORT SERVICES (Fall '95)

ACADEMIC SUPPORT SVCS	HOURS	CONTACT / EXTENSION	ROOM
ASSESSMENT (Math, writing & reading placement exams)	8 - 4:30 M-F	Ext. 2348	SS-251
DISABLED STUDENT PROGRAMS & SVCS (Education support services for students with disabilities)	8:30am-4:00pm MWThF/ 8:30am-8:00pm Tuesday	Janet Shapiro Ext. 2365	SS-160
LEARNING ASSISTANCE CNTR (Slides, video tapes, media materials)	8 - 8 M-Th/8 - 4 Fri	Trish Dupart Ext. 2669/2870	LRC
ACADEMIC SKILLS CENTER (Improvement of reading, writing study skills, grammar, spelling and vocabulary development)	8 - 8 M-Th/8-4 Fri	Patty Tierney Ext. 2663	LRC
TUTORIAL CENTER (Individual/group tutoring for content classes)	8-Noon & 1-4 M-Th 8-Noon & 1-2 Fri	Ella Markham Ext. 2667	LRC
WRITING LAB (Help with planning, drafting and revising writing assignments for any class)	8 - 8 M-Th	Judy Johnson Ext. 2671	LRC
LIBRARY (Library usage, reference, research)	7:30am - 10pm, M-th 7:30am - 4:30 pm Fri	Reference Librarian Ext. 2638	LRC
CAREERS, COUNSELING & HEALTH SERVICES			
Career Center/Job Placement (Career Counseling, Job Referral, Career Information)	8-4:30 M-F 5:30pm-7:30pm Tues	Robert Ehrmann Ext. 2331	SS-280
STUDENT EMPLOYMENT & JOB PLACEMENT (Full-time/part-time community job openings)	8am-4:30pm M-F	Sheila Henderson Ext. 2333	SS-280
COUNSELING (Educational Planning, degree/ transfer information)	8-7:30 M-Th/8-4:00 Fri	Ext. 2285	SS-120
Transfer Center		Armando Segura Ext. 2209	SS-143
Academic		Keith McLellan Ext. 2202	SS-120
International Students		Oscar Zavala Ext. 2207	CMC-117
High School Relations		Pat Canning Ext. 2201	SS-132
Mental Health		Georganne Alex Ext. 2298	SS-173
Re-Entry Students		Carole Purdie/ Sally Hearon Ext. 2336	SS-122
UCSB Transfer		Lane Rose Ext. 2546	SS-147
EOPS Students		Diane Williamsflale Ext. 2407	SS-240F
TAP		Ext. 2544	SS-146
DSPS		Steve Conti Ext. 2363	SS-160

FACULTY ADVISING (hours arranged between student & Faculty Advisor)	CONTACT / EXTENSION	ROOM / HOURS
PE, RECREATION, HEALTH	Kathy O'Connor Ext. 2322	PE-212
ATHLETICS	Ingrid Schmitz Ext. 2273	PE-304
AUTOMOTIVE TECHNOLOGY	Tim Gilles Ext. 2389	OE-180
BUSINESS ADMINISTRATION		
BUSINESS MANAGEMENT		
EARLY CHILDHOOD EDUCATION	Kelly Lake Ext. 2554	C-103
ENGINEERING	Keith Level Ext. 2453	PS-118
HISTORY/SOCIAL SCIENCE	Curtis Solberg Ext. 2378	IDC-350
NURSING	Claudia Mitchell Ext. 2368	A-218
SCIENCE	Bob Cummings Ext. 2515	LG-208
VOC/TECH	Career Development Center Ext. 2331	SS-280
HEALTH OFFICE (Health info., illness, assessment, First Aid, insurance info., Wellness Program, mental health)	Susan Broderick Ext. 2299	SS-170 8-4:30 M-F
	Mary Pat Sweeney/Rickey Farbman Ext. 2298	SS-170 4:30-6 M-Th
STUDENT SUPPORT SERVICES		
ADMISSIONS AND RECORDS (Grade change/CR/NC, credit by exam, inaccurate registration)	Staff Ext. 2200	SS-110 8-7:45 M-Th/ 8-4:15 Fri
CARE (SINGLE PARENTS	Gaby Siemion Ext. 2384	SS-240
CHILD CARE CENTER (Day care for preschool children)	Lee Blackburn 965-6883 or Ext. 2552	365 Loma Alta-Children's Ctr 7:30-5:15 M-F
COLLEGE WORK STUDY (Part-time employment for financial aid students)	Staff Ext. 2301	SS-210 8:30-3 M-F
FINANCIAL AID (Loans, grants, work study, scholarships)	Marsha Wright / Staff Ext. 2417	SS-210 8:30-3 M-F
EXTENDED OPPORTUNITY PROGRAM & SERVICES (EOPS) (Support services for economically disadvantaged students)	Staff Ext. 2279	SS-240 8-4:30 M-F/ 8-6:30 Tues
SECURITY (Accidents, parking permits, parking citation appeals, crimes, impounded bicycles)	Don Seaver Ext. 2264	SS-180 8-4:30 M-F
STUDENT ACTIVITIES (Activity cards, Student Senate, club activities)	Richard LaPaglia Ext. 2263	CC-222 8-4:30 M-F
STUDENT HOUSING (Listing of all types of off-campus housing, and Lost & Found)	Teresa Subira Ext. 2262	CC-217 8-4:30 M-F
VETERANS (Info. regarding VA benefits)	Magdalena Torres Ext. 2203	SS-139A 8-4:30 M-F
(Info. regarding course verification)	David Farris Ext. 2507	SS-123 8-4:30 M-F